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ABSTRACT

This document describes the contents of the Alexander N. Charters Library of Resources for Educators of Adults at Syracuse University Library. The document begins with a brief history of the development of the library's collections, which occupy 900 feet of shelf space and contain more than 50 groups of personal papers and records of organizations involved in adult education. Next, some of the collections' most notable contents, including documents pertaining to the adult education activities conducted through the Peace Corps, Volunteers in Service to American (VISTA), and Project Head Start and the papers of Malcolm S. Knowles, Paul Henry Sheats, and Robert J. Blakely, are highlighted. The remainder of the document is an annotated bibliography of 53 items housed in the Charters library. Among those items are records of the following organizations and individuals: Adult Education Association (AEA), Adult Education Association/American Association for Adults and Continuing Education (AEA/AAACE), American Foundation for Continuing Education (AFCE), ERIC Clearinghouse of Adult Education (ERIC/AE), Fund for Adult Education (FAE), and Laubach Literacy International Incorporated and Laubach Literacy Action (LLA). (MN)

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The Alexander N. Charters Library of Resources for Educators of Adults at Syracuse University Library

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ALEXANDER AND MARGARET CHARTERS

Rarely has an academic field of study been blessed with the tireless dedication that Alexander Charters has given to adult and continuing education. For more than 40 years, the name Charters has been associated with historical documentation, preservation, and access to resources in a profession that continues to grow in significance. Through Alex's efforts, supported by his wife, Margaret, Syracuse University has become the repository for an internationally recognized collection of primary and secondary resources in various media, spanning the history of the professionalization of adult education. Today we acknowledge, with deep gratitude, their joint endowment of these collections by naming them "The Alexander N. Charters Library of Resources for Educators of Adults."

Alex was born in Alberta, Canada. He earned a bachelor's degree in history from the University of British Columbia (1938) and a doctorate in adult education from the University of Chicago (1948). At Chicago he studied under the great adult educator Cyril Houle, whose papers are kept at Syracuse. Alex began his career in adult education in 1948 when he became assistant to the dean of University College at Syracuse University. Thereafter he moved through the ranks to become dean of University College and later vice president for continuing education at Syracuse. Alex participated, often as a leader, in most of the professional organizations in the field and was instrumental in obtaining their records for the University. Since his retirement in 1983, Alex has continued to play a leadership role in adult education organizations and has worked assiduously with UNESCO to bring the documentation of adult education to the fore of the agenda for that international agency.

Margaret, also born in Canada, has a doctorate in education and consumer economics. She has taught at Syracuse University since 1954, published widely, and has been a consultant for many organizations, including the New York State Education Department, the Regional Learning Service, and the Crouse-Irving Memorial School of Nursing. Much of her work has involved educating adult consumers. Since her retirement in 1995, she has participated in a variety of international conferences about consumer protection and sustainable consumption.

The Charterses' endowment will provide means for the Library to more actively develop and preserve the newly named collections and allow Library staff to visit donors and attend meetings to promote international access by researchers. An example of a recent acquisition is the papers of the late William Langner, who helped create the Americans With Disabilities Act.

The endowment and the naming of the collections are well timed. The School of Education at Syracuse recently founded the Interdisciplinary Institute for Educators of Adults. In July 1997 Margaret, Alex, and I participated in UNESCO's Confintea V, the fifth international conference on adult education. The conference's "Agenda for the Future" resulted in a proposal, partly written by Alex and me, to develop a "network of networks" linking libraries and documentation centers, adult educators and adult education "consumers," around the globe.

Records reflect human activity. They give us knowledge of the past and a foundation for future efforts. The records of a profession also encourage a sense of identity and community among the members of that profession. By providing access to such records in an open and consistent manner, documentation centers support an individual's right to learn. Alex and Margaret Charters have dedicated their lives to providing such access. The Syracuse University community and the global community will be grateful to them for generations to come.

Terrance Keenan
Special Collections Librarian
September 8, 1998

What follows is a slightly revised version of an article that appeared in the Fall 1991 *Syracuse University Library Associates Courier*. It describes the contents of the newly renamed Alexander N. Charters Library of Resources for Educators of Adults at Syracuse University Library.

History of the Collections

Since 1949 Syracuse University has assembled historical documents, including manuscript, print, visual, and media materials, related to adult education. The Adult and Continuing Education Collections, housed in the Department of Special Collections, form one of the world's largest compilations of English-language materials in this field. They occupy 900 feet of shelf space and contain more than 50 groups of personal papers and records of organizations, all of which reveal much about the development of adult education as a field of study and as a practice in such areas as literacy and civic education.

These papers document efforts to define educational authority; to establish creditable standards for learning; and to build programs that teach people to read, to plant better crops, and to adapt to new technologies. One can trace in them the strong threads of anti-intellectualism ironically paired with the equally strong threads of civic mindedness that are part of our cultural fabric, and take note of the perennial conflict between individualism and bureaucracy.

The Adult and Continuing Education Collections came to Syracuse because of the University's reputation for supporting innovative adult education programs, and they are used today by social historians, philosophers of education, and adult educators, including developing-world researchers who face practical challenges and seek to know "how it was done in America."

Initially, materials were gathered through the efforts of Alexander Charters, whose career as an administrator and professor at Syracuse University began in 1948. Dr. Charters was also a member of many of the organizations—and a colleague of most of the individuals—represented in the collections.

The Adult and Continuing Education Collections began in 1949 as a staff library at University College, Syracuse University's continuing education unit. The materials, referred to as the Adult Education Collection, became part of a branch library opened in 1957 at University College. There they stayed until 1966, when they were moved to the Continuing Education Center, a new conference complex of University College on Roney Lane in Syracuse, and renamed the Library of Continuing Education (LCE). In 1972 the contents of LCE were incorporated into the new E. S. Bird Library's Department of Special Collections. The name was then changed to Syracuse University Resources for Educators of Adults. When the Kellogg Project was funded in 1986 to process the adult education materials (among other tasks), the name became the Adult and Continuing Education Research Collection. In 1991 they began to be called the Adult and Continuing Education Collections. Now, in 1998, they have been renamed the Alexander N. Charters Library of Resources for Educators of Adults.

A separate but complementary development in the late 1960s was Syracuse University Publications in Continuing Education, designed to gather adult education publications and make them available in the field. Many of these publications were contributed by adult education organizations, including the Adult Education Association of the U.S.A. Others, such as directories developed under contract with UNESCO, were generated at Syracuse University. In all, there were about 400 publications. These are no longer actively distributed.

Over the years many institutions and individuals have donated funds and materials for the collections. The Ford Foundation is a noteworthy example. In 1954 a Ford subsidiary, the Fund for Adult Education (FAE), contributed all the publications of its Center for the Study of Liberal Education of Adults. In 1957, in memory of Paul Hoy Helms, FAE granted $10,000, which was used to collect materials on liberal adult education. Helms had been a Syracuse University alumnus and was, at the time of his death, FAE's vice president. When the FAE ended in the early 1960s, the University acquired its library—including archives, kinescopes of the *Omnibus* television series, and 10,000 photographs—as well as $70,000 in residual funds. The Ford Foundation itself gave a grant of $100,000 in 1967.

The U.S. government has also provided significant support. In 1964 the U.S. Office of Education granted $249,000 to set up a model library in adult education. This led in 1966 to the establishment at Syracuse University of the Educational Resources Information Clearinghouse on Adult Education (ERIC/AE), which remained here until 1973, when it merged with two other clearinghouses. ERIC provided an additional vehicle for collecting and disseminating adult education information. In 1975 the New York State Education Department gave approximately $350,000 to create a clearinghouse specifically for adult education practitioners in the state. Called the Clearinghouse of Resources for Educators of Adults, it is no longer in existence.

Adult education papers and records, often unsolicited, continued to come to Syracuse. In 1986 Roger Hiemstra, then chair of Syracuse University's Adult Education Program, sought a way to make the collections more accessible to the adult education community. The Kellogg Foundation encouraged him to submit a proposal for "tapping the potential" of the collections using new technologies, which resulted in a $3.7 million grant.

One of the far-reaching successes of the Kellogg Project was its visiting scholar program, which drew researchers to campus not only from

the United States, but also from India, China, Japan, New Zealand, Nicaragua, Ireland, Nigeria, Sri Lanka, Australia, and South Africa. The project also sponsored three conferences on adult education history, bringing in educators as well as cultural and social historians to study documents that relate to the professionalization of the field, as well as issues of race, gender, and class.

Contents of the Collections

The bulk of the materials originated in the 1950s and 1960s, a period of many changes in the field of adult education. This was the era during which the Peace Corps, VISTA, Project Head Start, and educational television all arose.

Among the documents, as with any historical record, subjects for study are more varied and complex than the general headings would suggest. One might fruitfully pursue such areas as these: how the process of educating adults differs from the process of teaching children; how American educators were, for a brief period, fascinated by Nazi efficiency in education; how liberal education programs occasioned some of the first stirrings of raised consciousness in the Civil Rights movement; and how the United States addressed the growing educational needs of women. The following excerpts from four of the major collections may give some idea of the scope of the subject matter and the treasures available to scholars who wish to do the digging.

Among the recently processed manuscripts—previously unavailable to scholars—are the papers of Malcolm S. Knowles. Born in 1913, he is considered a founding father of the adult education profession.

In a 1983 letter, Henry Klein, a junior college president, wrote to Knowles: "You are the acknowledged American Guru on Adult Education." Although Knowles's influence on the field has been broad, he is perhaps best known for his writings on andragogy (the education of man as opposed to the education of child) and self-directed learning. His progressive and at times controversial ideas have helped shape adult education practice during recent decades.

In the first folder of Box 28 is the draft of a 1968 article titled "The Application of Andragogy to the University Classroom":

The reason for this semantic differentiation [of "andragogy" from "pedagogy"] is that adult educators have become increasingly aware of the fact that their field has been held back by the application of principles of pedagogy to the education of adults. Most teachers of adults have been teaching their adult students as if they were children, since pedagogy was the only formulation of the theory and practice of teaching that they knew.

A group of adults are [themselves] . . . a richer resource for their own learning in most areas of inquiry than is usually true of a group of youths; and so in andragogy a high value is placed on the experience of the students as a principal resource for their learning. But the adult places high value on his experience, too—in a sense, his self-identity is defined in terms of his experience to a greater degree than is true of youth—and so when his experience is ignored as a resource for learning he feels rejected as a person of worth.

Because of this assumption the technology of adult education places relatively less emphasis on the transmittal techniques of teaching (lectures, assigned reading, audio-visual presentations) and greater emphasis on the experiential techniques of learning (various forms of discussion, case method, critical incident process, simulation exercises, skill practice exercises, laboratory methods, action projects, and the like).

In an April 6, 1970, letter to James W. Dykens, associate commissioner in the Department of Mental Health of the Commonwealth of Massachusetts, Knowles writes:

Now perhaps we'd better devote some space to clarifying what we mean by adult education as we use the term in our proposal. We most certainly are not using the term in the sense in which it has been predominantly used during the past 40 years—to describe an à la carte menu of more or less palliative activities, such as remedial reading, hat-making, public speaking, current events, and the like. We are using the term here to describe a newly emergent social process that is concerned with helping mature people continue to improve their competence to cope with life problems. . . .

I want to emphasize that this use of the term is new, and that the theory and technology for implementing the concept are in the early stages of formulation and testing. To differentiate this new body of theory and practice from traditional education, we are giving it the label "andragogy"—the art and science of helping adults learn. And, as is the [case] in the early stages of any new field of social practice, its theoretical bases are still largely speculative and therefore badly in need of field testing. . . .

It is especially relevant to note that probably the single richest source of theoretical underpinnings for andragogy has been the field of psychodynamics. For example, I was recently asked to list the people who had exerted the greatest influence on my andragogical theorizing, and I came up with Rank, Dewey, Kilpatrick, Sullivan, Horney, Rogers, Whitehead, Fromm, Maslow, Tyler, Hilgard, Havighurst, and Erikson. When I looked over the [list] I was surprised to find that over half of my main sources were from psychotherapy and less than half were from education and philosophy.

In the difficult years following the Depression, educators found themselves dealing with adults forced into career changes and in doubt about the soundness of their society. One of the prominent educators of the period was Paul Henry Sheats (1907-1984). (Further information on Sheats and his papers can be found in the following section.)

As a Yale Traveling Fellow, Sheats visited Germany in 1935, studying the Nazi educational system. Among his papers are extensive notes on this visit as well as correspondence between Sheats and Theodor Wilhelm, director of Germany's Institute of International Education. Wilhelm had a profound effect on the educational philosophy Sheats presents in his book, *Education and the Quest for a Middle Way* (1938).

The book generated heated response. In a memo of April 17, 1939, to his superior at the U.S. Office of Education, John W. Studebaker, Sheats notes a review of the book by Wilhelm himself:

The Macmillan Company has supplied me with copies of numerous reviews... None has proved more interesting than the copy attached to this memorandum. As you will note, it is written by Dr. Wilhelm with whom I am personally acquainted and who undoubtedly ranks as one of the topnotch educators in Germany today....

While it is undoubtedly true that the philosophical basis for the Nazi educational system has been constructed after the superstructure of practice was decided upon, it is nevertheless exceedingly interesting to me that an attempt is being made to justify philosophically the practices of the Nazi leadership.

Wilhelm's review reads in part:

The book by Sheats... belongs to those recent American publications that wish to be and must be taken seriously. It attempts to make philosophical fundamentals such as freedom, individuality, and unity the beginning point for an explanation of the purpose of education, particularly to find through the medium of philosophy a means and a solution to the struggle now going on in the United States concerning these and similar conceptions.... We note that the author is essentially influenced in the direction of his thoughts by the political conditions surrounding him.

That is why we do not take lightly that Sheats in the presentation of the "totalitarian" or "fascist" opponents draws the picture in the customary manner. There is the discussion of the "unscientific theory of race" which serves only to demonstrate the superiority of the world of the Germans—while it should be common talk that for us race means the challenge to count in the sphere of humanity and history with the strict constancy of a definitely directed power. We hear that in Germany there is no longer any education, only "propaganda"—a view that becomes comprehensible when one takes cognizance of the American conception that everything that really definitely influences a person is no longer permitted education, but forbidden propaganda. And we find that the "spiritual unity" of National Socialism has reduced the spiritual and intellectual demands of German youth to a minimum—wherefore we can only hope that the author may be given the opportunity of defending the theses of his book before a German student body. We regret these and other misrepresentations, because they are the foundation of the conceptions with which the author is engaged in the entire book.

These conceptions are the Scylla and Charybdis between which there leads a just-middle-way. The Scylla is the supposed values and methods of the "fascist" states: Force, inequality, collective massiveness, blind obedience, propaganda, and—remarkable—security. The Charybdis is unrestrained freedom, doctrinaire equality, extreme individualism, and the resulting methods. That between the two extremes there may exist a middle way... is basically the simple conception...[of] the book... Conviction instead of persuasion. That is real Democracy in contrast to the European dictatorships.

We ask the question, if thereby a new more relevant contribution is given... to the problem of the "individual and society" or to the problem of freedom[?]. This we must deny....

To the Democratic theory of freedom... there is an area of separation between the individual and the State—of liberties sold and rights thereby purchased. All mathematical examples of this kind have their source in a static conception of humanity and its world and therefore remain outside the real human association. To all attempts of this kind to place the Anglo-Saxon Democracy as the preserver of individual freedom and the middle European dictators as despots in opposing groups we always have one answer: That it is not the more or less amount of freedom that moves the individual and determines his actions, nor even the consciousness of this freedom, but that the conduct of the individual is based and takes its issue from those deep strata of his being where feeling and will receive their unified power and affect a decision....

The conception of the "middle way" represents a static thinking by which we never enter the real world of the individual, and that is the real world of education... It is Homo Sapiens and not the individual living in a certain historic situation and belonging to a certain community that receives instruction in this book... It is a man who can do this and also otherwise, on whom at least as a man, no limits are made as to choice. As such he is not a real human being.

The chill that rises from these words is almost palpable as we look back on them with the knowledge of where such ideas led.

As World War II progressed, educators observed that the nation's adults were ill prepared to grapple with its domestic and international implications. Sheats followed the lead of Studebaker, who implemented public forums designed to foster greater civic awareness throughout the country. Sheats's role can best be understood by studying his contributions to the Public Forum Project as reflected in his scrapbooks and reports.

After the war there was a flowering of adult education organizations, many of them supported by major foundations. The Fund for Adult Education (FAE) was established by the Ford Foundation in 1951. Its purpose was to encourage liberal adult education in political, economic, and international affairs. FAE helped establish the Educational Television Network in the United States and financed the Test Cities Experiment, which organized discussion groups in one community after another. Among the FAE papers there are important materials on urban development, civil rights, women in the workplace, the Peace Corps, VISTA, and science education after Sputnik. There are also numerous data on the following discussion group projects: "Great Men, Great Issues," "Meet the Humanities," Ways of Mankind," and the "Experimental Discussion Project." In the 97th (and last) box of papers is an overview of FAE activities entitled, "The Challenge of Lifetime Learning—Continuing Liberal Education, Report 1955-1957."

Among these efforts, the Test Cities Experiment is of particular interest. FAE chose 13 demographically representative cities from several sections of the country and presented to them a packaged program—a kind of market test for liberal educational ideas. The hope was to attract blue-collar workers, but the discussion groups caught on with the middle classes only. In the South, not unexpectedly, there was some resistance to the program. In Chattanooga, for example, the reality of segregation had to be addressed. On September 30, 1951, Robert J. Blakely, the FAE coordinator in Chattanooga, Tennessee, wrote a memo to his superior at Ford, Scott Fletcher:

I found the usual interest in the idea, perhaps rather more. There are two possibilities looming: One, that the "coordinator" be in the University of Chattanooga; two that he be in the public library. There are difficulties implicit in each. The President of the University of Chattanooga seems to think of the coordinator chiefly as a kind of promotion and contact man for the community college of the University; I wonder whether he would not influence the coordinator to slight all the informal adult education activity in which we are also interested. Also, the University of Chattanooga is an all-white school. This, combined with the emphasis on formal classes, would make the program almost entirely "Jim Crow."

The Librarian, Miss Elizabeth Edwards, has vision and enthusiasm. But her library has no money. They have to close on Wednesday as well as Sunday. However, the library board, partly to make better use of the money available and partly out of progressivism, has opened up the main library to Negro adults.

Edwards wrote to Blakely herself on October 1, 1951:

I am particularly interested in the response of some young couples who have... tried the Great Books and have also gone to evening college at the University. The evening college, they say, costs more than the University of Chicago, and it is not credits they want. They want something not quite as prescribed as the Great Books. Although they enjoyed the last, they doubt the Foundation's belief that it has broad popular appeal.

Many of us feel that the old order in Chattanooga is changing, but have a hard time finding an answer for the general statement, "That may be all right some place else, but not in Chattanooga. We just are not ready for anything like that yet anyway. You know that the people in Chattanooga just won't support anything out of the ordinary." This feeling does not have anything to do with chronological age, as some of the younger people are more conservative than their elders; although some of the elders are working hard to preserve the status quo.

A few days later Blakely received a letter from David A. Lockmiller, the university's president, who wanted to participate in the program and to receive the FAE funding necessary to do so, but was not prepared to give up segregation:

There is a job to be done in Chattanooga, and we sincerely hope that some organization or group of organizations, with the support of the FAE, will do it. The University is interested, and we shall be glad to undertake it or to cooperate with others.

Under the most favorable circumstances our Negro citizens will present problems to any group, but these must be handled with tact and understanding. We are currently instructing Negroes in noncredit extension classes in music. They have not been admitted to the University as students, but Negro citizens frequently attend public forums in our library auditorium. A year or two ago the Public Library was opened to Negroes, and they are slowly making use of its facilities. The public schools in Chattanooga are segregated, and public school facilities will probably be needed for group neighborhood meetings. While mixed meetings may be possible, I am sure that some segregated meetings will be held by choice rather than compulsion if the large numbers in need of this program are to be reached....

I think it wise for the Fund to keep "hands off," but helpful suggestions will be welcome to the end that our enthusiasm is balanced against realities to assure a successful and continuing program.

In spite of President Lockmiller's hesitation, the FAE went ahead with the program, spurred on by the vision and energy of Elizabeth Edwards. Such documentation of social movements is precious.

Although women and minorities had much to do with the development of adult education, they are not, with the exception of Eva Elise vom Baur Hansl, well represented in the collections, and the Library is attempting to redress this lack. Hansl (1889-1978) was a writer, editor, and radio broadcaster who dedicated herself to women's vocational issues. At the end of an autobiographical resume (ca. mid-1960s) she writes:

Much of my lifetime I have devoted to promoting the interest, activities and welfare of women, in the family, the community and the labor force. In the midst of the feminist and suffrage movements (1911-16) I reported their progress for the New York Tribune *and the* Sun. *During the years of raising a family I pioneered in the parent-education movement; helped to launch the* Parents' Magazine, *served as its first editor and organized play-schools and parent study groups in Princeton and Summit, New Jersey, and in Greenwich, Connecticut.*

My children grown, I returned to newspaper work on The New York Times, *then supervised two radio network series reviewing the contribution of women to the American way of life.*

In 1963 Hansl published "American Women"—a report of the Commission on the Status of Women (set up by President Kennedy). In November 1968, Syracuse University sponsored an Eva vom Baur Hansl Day.

Her papers stand witness not only to a remarkable life, but to the changing roles of women and work during two world wars and into the modern era. Rosie the Riveter may seem a "quaint" character today, but the struggle of women to adjust to the workplace while men were at war, then to be sent back home when the boys returned, were real issues that Hansl addressed in her broadcasts and journal articles.

What is the value of these records? Because of the constant need for adults to learn in our evolving world, society has risen to meet that need through what we have come to call adult education. It did not begin as a discipline or concept but as a response. It became codified in the process of educators finding ways to make the response adequate to the need. This documentation shows us what they did and suggests what we might do now. It tells a story of how we became who we are. How we see ourselves is reflected in how we cultivate knowledge. These documents show that cultivation in action and reveal the very stuff of our modern cultural identity.

Description of the Adult and Continuing Education Collections

Note: Certain collections of personal papers or organizational records are listed more than once. Second and third listings, called Part 2 and Part 3, refer to additions made to an already-established collection.

1. **Adult Education Association (AEA) of the U.S.A. Records, 1924-68, 56 boxes.**

The American Association for Adult Education and the National Education Association combined in 1951 to form the AEA. The organization's goals were to further education throughout life, to assist adult educators, and to cooperate with adult education agencies internationally. AEA's interests are reflected in its commissions, among them the Commission on Research in Adult Education, the Council of State Associations, the Commission of Professors of Adult Education (CPAE), and the Commission on Adult Basic Education.

Subject areas within the records include Community College Education, Community Development, Liberal Adult Education, Mass Media in Education, and Training in Professional Development. There is much correspondence between important educators, including Andrew Hendrickson, Eugene Johnson, Malcolm Knowles, Paul Sheats, Cyril Houle, Herbert Hunsaker, Homer Kempfer, A.A. Liveright, and Howard McClusky. Also included are materials from two other national organizations: the Council of National Organizations and the National Association of Public School Adult Education (NAPSAE).

See also AAEC, CSLEA, CPAE, Hendrickson, Jacques, Liveright, NAPSAE, NEA, Shaver, Sheats.

2. **Adult Education Association/ American Association for Adult and Continuing Education (AEA/ AAACE) Records, Part 2, 1951-88, 19 boxes (numbered consecutively from the original collection, starting with Box 56).**

The AAACE was formed in 1982 when AEA and the National Association of Public School Adult Education (NAPSAE) joined forces. The goals of AAACE continue those of AEA—to further the acceptance of lifelong education and to support programs for adult educators. Organizational records include those of AEA, National Association for Public Continuing Adult Education (NAPCAE), NAPSAE, and correspondence between Robert A. Luke and Wendell L. Smith.

3. Adult Education Research Conference (AERC) Records, Part 1, 1969- 71, 2 boxes; Part 2, 1964-71, 1 box.
AERC was originally the National Seminar on Adult Education Research, organized in 1960 as a forum for researchers. Part 1 contains records related to the 12th annual AERC conference held in New York in 1971. Part 2 includes correspondence, memoranda, programs, abstracts, and drafts.
See also: Roy Ingham.

4. Adult Student Personnel Association (ASPA) Records, 1961-80, 2 boxes.
Founded in 1961, ASPA was concerned with the problems of the adult evening student. Throughout most of its existence, ASPA maintained strong liaisons with the United States Association of Evening Students (USAES) and the CAEO.
See also: AUEC, CAEO.

5. George F. Aker Papers, 1957-85, 7 boxes.
Born in 1927, George F. Aker held faculty positions at the universities of Missouri, Wisconsin, and Chicago. In 1963 he joined the faculty of Florida State University at Tallahassee.

An activist in national adult education organizations, Aker was a member of the AEA and its president from 1969 to 1970. He also was the author of several books, including the *Handbook of Adult Education* (1970). Aker's major professional interests were in the development of graduate study and research programs in adult education and in psychological research to improve efficiency of adult learning, especially among the disadvantaged and in developing countries.
See also: AEA, A. Charters, Hendrickson, Houle, Knowles, Liveright, Sheats, NAPSAE.

6. American Foundation for Continuing Education (AFCE) Records, 1947-65, 38 boxes.
Originally called the American Foundation for Political Education (AFPE), the AFCE was founded in 1947 to develop materials for liberal education in politics, law, and international affairs. From 1951 to 1965, with support from the Fund for Adult Education (FAE), its interests expanded to include economics, science, the arts, and the humanities. The cross-references contained in these records are far too numerous to summarize.

7. Association of Continuing Higher Education (ACHE) Records, 1955-88, 7 boxes.
ACHE grew out of the AUEC in 1973. It provides a forum for institutions and individuals committed to providing higher education for adults in traditional and nontraditional programs.
See also: AEA, ASPA, AUEC, CAEO.

8. Association of University Evening Colleges (AUEC) Records, 1927-73, 34 boxes.
The AUEC, which changed its name in 1973 to the Association for Continuing Higher Education (ACHE), was founded in 1939 by directors of 27 evening college programs affiliated with the American Association of Urban Universities (AAUU). Its purpose was to study the problems of evening colleges and to provide a forum for evening college administrators.

The collection is drawn from the files of officers. Major correspondents include Alexander Charters, A.A. Liveright, Bernard Reed, and Edwin Spengler. Convention materials include proceedings, clippings, photographs, and agendas. There is also a subject file on other adult education organizations.

9. Lalage Bown Papers, 1961-80, 7 boxes.
These papers pertain to conferences, seminars, and workshops held by various adult education organizations across Africa. There is printed material related to continuing education programs at several colleges and universities in Africa, Hong Kong, India, and the West Indies. The organizations include African Adult Education Association; Distance Learning Association (formerly the Botswana, Lesotha, Swaziland Correspondence Committee); International Congress of University Adult Education; Nigerian National Council for Adult Education; and UNESCO.

10. Center for the Study of Liberal Education for Adults (CSLEA) Records, 1951-69, 84 boxes and 19 packages.
Established in 1951 with a grant from the Fund for Adult Education (FAE), the CSLEA strove to help higher education develop a greater sense of responsibility toward the education of adults and to help universities initiate adult education programs. The center produced an experimental study discussion guide for use in evening colleges. Later it focused on the quality of administrative leadership, faculty performance, and the status of continuing education in universities. In 1956 the CSLEA's services were extended to include the member institutions of the National Education Association (NEA).

Correspondents include James Carey, Frieda Goldman, Morton Gordon, A. A. Liveright, and James B. Whipple. Important groups of material include the Carey Study, the Arts Project, the Evaluation Project, Libera Education for Specialists, the Negro College Program, and the Leadership Conference.

James B. Whipple is the author of a history of the CSLEA, and the manuscripts of Whipple and A. A. Liveright are strongly represented.

11. Alexander N. Charters Papers, 1939-91, 51 boxes.
Now professor emeritus of adult education, Charters was dean of University College (1952-64) and University vice president for continuing education (1964-73) at Syracuse University. He has been active in many national and international adult education organizations, including CSLEA and ICUAE. Charters started the Adult and Continuing Education Collections housed in the University Library. Papers deriving from his administrative roles for the University reside in the University Archives.
See also: AEA, AFCE, AUEC, NUEA, and the Galaxy Conference. In the University Archives see: University College, Division of Summer Sessions, Division of International Programs Abroad, East European Language Program, and Bureau of School Services.

12. Jessie A. and W.W. Charters Papers, 1922-53, 4 boxes.
Jessie A. and Werrett Wallace Charters were leaders in adult education. Jessie Charters received her Ph.D. in psychology in 1904 from the University of Chicago, where she studied philosophy under John Dewey and James R. Angell. Mrs. Charters was the first female in the West to receive a Ph.D. Her primary areas of interest were parental education and working with girls and women.

W.W. Charters received degrees from MacMaster, Ontario Normal School, the University of Toronto, and his Ph.D. from the University of Chicago. He was founding editor of the *Journal of Higher Education*. His area of particular interest was the development of curricula from nursery school through the graduate level.

The papers in this collection were included in the personal material donated to Syracuse University by Alexander N. Charters. A larger collection of the Charterses' papers is housed at Ohio State University.

Correspondence between W.W. Charters and his nephew, Alexander N. Charters, will be found in the Alexander N. Charters Papers.
See also: A. Charters.

13. Coalition of Adult Education Organizations (CAEO) Records, 1964-91, 16 boxes.
At the conclusion of the December 1969 Galaxy Conference, the CAEO ratified a constitution. The coalition included the AEA, ALA (American Library Association), AVA (American Vocational Association), AUEC, CSLEA, CPAE, and the NUEA. Its purposes were to identify major adult education issues, to facilitate joint planning and projects among members, to be an information source and consulting service, and to promote government support. The CAEO has been recognized for its impact on federal legislation. Its active international presence is reflected in materials from UNESCO and ICAE, of which CAEO is a founding member.

14. Commission of Professors of Adult Education (CPAE) Records, 1953-84, 13 boxes, 120 tapes, 2 film reels, 4 slide carousels.
Founded in 1957, the CPAE was affiliated with the AEA and is now connected with the AEA's successor, AAACE. Its purpose is to strengthen graduate programs in adult education. It has been extensively concerned with the professionalization of the field.
See also: AEA, AUEC, CSLEA, Cyril Houle, Malcolm Knowles, Howard McCluskey, NAPCAE, NUEA.

15. William D. Dowling Papers, 1961-80, 1 box.
Dowling was on the faculty of the Ohio State University in the College of Education. He was also active in national organizations such as the CPAE. His interests include adult basic education and vocational and technical education for adults.
See also: CPAE, Hendrickson.

16. ERIC Clearinghouse of Adult Education (ERIC/AE) Records, 1962-73, 12 boxes.
ERIC/AE, sponsored by the Education Resources Information Center (ERIC) of the United States Office of Education began at Syracuse University. A primary function of ERIC/AE was printing adult education materials such as annotated bibliographies and reviews of literature. In 1972 ERIC/AE moved to Northern Illinois University and later to Ohio State University, where it is part of the ERIC Clearinghouse on Adult, Career, and Vocational Education.

17. Fund for Adult Education (FAE) Records, 1950-69, 97 boxes and 1 package.
The Ford Foundation established the FAE as a subsidiary in 1951. Its purpose was to encourage liberal adult education in political, economic, and international affairs. The Fund also helped establish the Educational Television Network (ETV) in the United States. The FAE financed the Test Cities Experiment, which was an effort to stimulate adult education community by community.

There are materials on urban development, civil rights, women in the workplace, the Peace Corps, VISTA, and science education after Sputnik, and considerable data on the following projects: "Great Men, Great Issues," "Meet the Humanities," "Ways of Mankind," and the "Experimental Discussion Project." An overview of FAE activities is in Box 97 and is entitled "The Challenge of Lifetime

Learning: Continuing Liberal Education, Report 1955-1957."
See also: AEA, AFCE, AUEC, CSLEA, NAPSAE, NUEA, Hendrickson, Jacques, Liveright, Sheats.

18. Fund for Adult Education (FAE) Records, Part 2, 1951-61, 1 box.
This addition to the FAE consists of correspondence, memoranda, reports, essays, and other materials that supplement the records in Part 1 on Experimental Discussion Groups (EDP). There are also three folders related to the Cooperative Extension Services Project in Public Affairs and for Public Responsibilities.

19. Galaxy Conference (1969) Records, 1964-70, 3 boxes.
The Galaxy Conference of adult education organizations was held in Washington, D.C., in 1969. It was the outgrowth of the Conference of Adult Education Organizations, convened in 1964. The Galaxy Conference brought together major professional associations in the field to focus on common concerns. By 1969 there were 19 organizations were participating.
See also: AEA, AUEC, CAEO, A. Charters, CPAE, ICUAE, NAPCAE (NAPSAE), NUEA, UCPER.

20. Wilbur C. Hallenbeck Papers, 1887-87, 2 boxes.
Hallenbeck began his career as a Presbyterian minister, later becoming a professor of adult education and sociology in 1932. He was also a consultant to the U.S. Military in Korea and for the University of Natal in Durban, South Africa.

21. Eva Elise vom Baur Hansl Papers, 1889-78, Part 1 (personal papers and scripts), 21 boxes; Part 2 (vocational materials), 35 boxes.
Hansl was a writer, editor, and pioneer in women's radio broadcasting. In the mid-1930s, she joined the Education Department of *The New York Times*, and for the next 40 years concerned herself with the education and employment of women. Among other activities, she supervised three network radio series: "Women in the Making of America," "Gallant American Women" (both NBC), and, during World War II, "Womanpower" (CBS).

The papers include speeches, correspondence, radio broadcast files, and a printed file of "The Eva vB. Hansl Collection of Women's Vocational Materials, 1927-1967."

22. Andrew Hendrickson Papers, 1933-71, 15 boxes.
As a faculty member and administrator Hendrickson was affiliated with three universities: Columbia, Western Reserve, and Ohio State. These papers focus on his work in the office at OSU. He was also vice president of the NEA and a member of the Delegate Assembly of the AEA. There is much correspondence with leaders in the field, including William Dowling, Cyril Houle, Homer Kempfer, Malcolm Knowles, Herschel Nisonger, and Coolie Verner.
See also: AEA, CPAE.

23. Andrew Hendrickson Papers, Part 2, 1925-66, 4 boxes and 1 package.
This addition to the Hendrickson papers contains miscellaneous adult education pamphlets and a few documents reflecting his involvement with AEA, NAPSAE, and the National Education Association (NEA). Topics of particular interest include the AEA, educational television and radio, leadership training, community development, and UNESCO.

24. Cyril O. Houle Papers, 1929-86, 14 boxes, 1 tube, 4 film canisters.
Cyril Houle has been a major figure in the history of continuing education as teacher, writer, and researcher. He has received numerous honorary degrees and was the first recipient of Syracuse University's William Pearson Tolley Medal for Distinguished Leadership in Adult Education. A faculty member at the University of Chicago, he has been a visiting instructor and advisor throughout the world. He was twice appointed to the National Advisory Council of Extension and Continuing Education by Lyndon B. Johnson.
See also: AEA, AUEC, Knowles, NAPSAE.

25. Herbert Cason Hunsaker Papers, 1920-84, 15 boxes, 1 package.
Hunsaker's involvement with adult education spanned more than 60 years. He was active in many professional organizations and civic groups. In 1967 he was president of AEA. As a well-known speaker, his interests and concerns centered on three themes: internationalism, school and community relations, and continuing education. His international activities began with UNESCO while he was at Cleveland College. Later he was a United States Agency for International Development (U.S. AID) adult education advisor, stationed in Turkey and Afghanistan. In 1965 U.S. AID loaned him to UNESCO to help plan a pilot project in functional literacy for Pakistan.
See also: AAACE, AEA, AUEC, CAEO, CPAE, NUEA.

26. Roy J. Ingham Papers, 1944-77, 3 boxes.
Ingham taught at the University of Chicago, was program advisor at University College at Syracuse University, and was associate professor at Florida State University. This collection is composed of papers and publications that Ingham collected. The documents reflect his interest in university adult education and in adult learning.
See also: A. Charters, CSLEA, ERIC.

27. International Congress of University Adult Education (ICUAE) Records, 1959-68, 6 boxes.
The ICUAE was organized by a group of 35 adult educators from universities in 14 countries. They met in September 1960 in Syracuse after the UNESCO World Conference on Adult Education in Montreal. The papers reflect the association's concern with all aspects of university adult education.
See also: A. Charters, CSLEA, Liveright, Sheats.

28. International Congress of University Adult Education (ICUAE) Records, Part 2, 1961-75, 1 box.
This addition consists primarily of minutes of executive committee meetings and meetings of organization officers. There are also papers of incorporation, the constitution, and the by-laws.

29. International Council for Adult Education (ICAE) Records, 1974-85, 1 box and 1 package.
The organization is a kind of international coalition to support adult education programs worldwide. The bulk of the records of this organization have been designated for the National Archives of Canada.
See also: A. Charters, CAEO.

30. Joseph W. Jacques, tape recordings, 1972, 21 reels of magnetic tape in 2 boxes.
There are 21 taped interviews with leading adult educators, including Mary Armstrong, Bradford Leland, Mary Louise Collings, Wilbur Hallenbeck, Andrew Hendrickson, and Howard McCluskey. The discussions touch on formative education experiences, the educators' philosophies of living, and their beliefs concerning current trends in adult education in the United States.

31. Malcolm S. Knowles Papers, 1930-85, 66 boxes and 1 carton of cassette- and videotapes, films, and graphics.
Early in his career, Knowles held administrative positions with the National Youth Administration of Massachusetts, and with YMCAs in Boston, Detroit, and Chicago. From 1951 to 1959 he was executive director of the AEA. He helped establish the CPEA, and from 1960 to 1974 he was professor of education at Boston University. From 1974 to 1979 he was professor of adult and community education at North Carolina State University in Raleigh.

This collection includes Knowles's own papers and papers from various individuals, associations, organizations, and corporations with which he was affiliated in his long career, including AEA, AAACE, ALA, CPAE, NUEA, UNESCO, YMCA, Boston University, General Electric, Girl Scouts of America, Ontario Institute for Studies in Education, George Aker, Cyril Houle, Alan Knox, Imogene Okes, and Betty Wiser. The correspondence is extensive, touching most major figures in the field, and it is rich with Knowles's ideas on education.

32. The Laubach Collection, 1896-74, 328 boxes, 10 cartons of films, plus scrapbooks and ledgers.
Frank C. Laubach, creator of the "Each One Teach One" literacy teaching method, was a missionary, educator, and author of more than 40 books. He is credited with teaching well over 60 million people to read. From 1930 to 1970 he traveled to 103 countries, developing primers in 312 languages, working with missions, private agencies, governments, U.S. AID, the Peace Corps, and UNESCO. In 1955 he established Laubach Literacy International Inc., still headquartered in Syracuse. This nonprofit organization continues Laubach's international efforts.

This is an ongoing collection. It contains both the organizational records of Laubach Literacy International Incorporated and the papers of Frank C. Laubach (1884 -1970), its founder. His huge correspondence includes letters from world leaders, including Harry Truman and Mahatma Ghandi.

33. The Laubach Collection, 1886-83, Part 2, Boxes 329-422.
This 1989 addition contains the files of major figures in the organization, including Robert F. Caswell, Priscilla Gipson, Effa S. Laubach, Robert S. Laubach, and Edward Pitts. There are also filmstrips, audiotapes, literacy journalism papers, motion pictures, newsletters, primers, photographs, scrapbooks, and slide/tape programs.

34. The Laubach Collection, Part 3, 1932-91, Boxes 423-459 and 2 packages.
This 1991 addition includes materials from Laubach Literacy Action (LLA), which coordinates volunteer adult literacy programs throughout the United States.

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35. Literacy Volunteers of America, Inc. (LVA) Records, 1962-88, 20 boxes, 5 packages.
LVA was founded in 1962 by Ruth J. Colvin in Syracuse, New York. A non-profit educational organization, LVA trains tutors to teach adults and teens to read, write, and speak conversational English. The organization has grown to more than 400 programs in 33 states. In this collection areas of special interest are English as a second language, literacy in correctional facilities, production of readers' workbooks, involvement in the National Right to Read effort, and the development of audiovisual tutor-training programs.

36. Alexander A. Liveright Papers, 1934-69, 7 boxes.
A.A. Liveright was director of CSLEA from 1956 until its dissolution in 1968. From 1967 to 1969 he was also an associate professor of adult education at Syracuse University. Liveright was involved in a wide range of adult education issues and programs. He was a leader in such international organizations as the ICUAE.
See also: AUEC, CSLEA, CPAE, FAE, ICUAE, NUEA, A. Charters, Sheats.

37. Alexander A. Liveright Papers, Part 2, 1956-69, 5 boxes.
This addition to the Liveright Papers contains materials from the last decade of Liveright's career, including documents linked to CSLEA, ICUAE, and ERIC. Notable are the papers of the Sagamore Conference of September 1960, which marked the inception of the ICUAE. Other papers concern UNESCO, as well as adult education in Africa, Latin America, and Australia.
See also: CSLEA, ERIC, ICUAE, Galaxy Conference, A. Charters.

38. National Association of Public School Adult Educators (NAPSAE) Records, 1934-64, 6 boxes.
Founded in 1952 to provide leadership for the development of adult education in public schools, NAPSAE was a department of the NEA. It assisted local adult education directors in developing and improving their programs. There are three sections to the papers: States Projects, Workshops, and Other NEA Affiliates, the latter primarily being the American Association of School Administrators (AASA) and the American Labor Education Service (ALES). NAPSAE is now known as National Association of Public and Continuing Educators (NAPCE).

39. National University Extension Association (NUEA) Records, 1924-68, 41 boxes.
The NUEA, founded in 1915, is an organization of universities and colleges engaged in extension programs. Since moving to Washington, D.C. in the late 1960s, it has become known as the National University Continuing Education Association (NUCEA). Its purpose is developing and advancing ideals, methods, and standards in continuing education. Fifteen boxes of the papers deal with the Project Head Start Training Program, which was funded by the Office of Education and directed by the Association (1965-66).
See also: AUEC, CAEO, CSLEA, FAE, Galaxy Conference, Liveright, Sheats.

40. National University Extension Association (NUEA) Records, Part 2, 1950-72, 31 boxes.
This addition includes more general records and manuals on Project Head Start, with some additional files on the Job Corps Driver Education training program. The bulk of the materials, including photographs, are of the federally funded Teacher Training Institutes, administered for the United States Office of Education by NUEA and held at various colleges and universities around the country.
See also: NAPSAE.

41. George A. Parkinson Papers, 1937-63, 1 box.
Parkinson was a member of the University of Wisconsin-Milwaukee Extension and director of the Milwaukee Teachers College. He served many posts as board member and officer of AUEC. He was instrumental in bringing ETV to Milwaukee, and was vice president of the Midwest ETV Association.

This is a collection of Parkinson's speeches, such as "The Role of the Evening College in Community Education."
See also: AUEC, NUEA.

42. Photograph Collection, 1932-75, 3 boxes and 2 packages.
Collected from many individuals and organizations, these photographs and slides date primarily from the 1950s. FAE programs are best represented. They are arranged alphabetically by organization, and the majority of the people and places in the pictures are identified.

43. Bernard W. Reed Papers, 1915-62, 3 boxes.
At the University of Cincinnati, Reed was assistant professor in the Evening College and director of Informal Programs. From 1960 he was dean of the School of Continuing Professional Studies at the Pratt Institute. He was also editor of *Who's Who in the AUEC.*

This collection contains much primary material on the origins and history of the AUEC, along with some on the NUEA and the CSLEA for the years 1955 to 1962.
See also: AUEC, CSLEA, Parkinson.

44. Bernard W. Reed Papers, Part 2, 1956-61, 4 boxes.
This addition to the Reed papers contains course materials dating from Reed's years at the University of Chicago. There are published reprints, news clippings, extensive typed excerpts, dittos, photocopies, and Reed's own notes.

45. Robert E. Sharer Papers, 1943-71, 2 boxes.
In the 1940s Sharer was chief of a division of the Michigan Department of Experimental Adult Education. Later he was director of the Office of Adult Education Programs in Continuing Education and director of the Evening College at Michigan State University. From 1968 to 1970 he was executive director of the AEA. Among his several other posts, he was vice president of the NEA. These papers derive from Michigan State adult education programs and some other writings.

46. Paul Henry Sheats Papers, 1958-75, 103 boxes.
After a long career in education, Sheats joined the University of California as associate director of extension in 1946, and in 1958 was named dean of extension. He was president of both the NEA and the AEA. He served as University Extension representative on the executive committee of the National Association of State Universities and Land-Grant Colleges. For six years he served on UNESCO's National Commission.

The Sheats papers are particularly strong in the periods immediately preceding and during World War II. There are extensive notes on a visit to Nazi Germany, as well as correspondence between Sheats and Dr. Theodor Wilhelm, director of the Institute of International Education there. Sheats later helped develop public forums designed to foster greater civic awareness throughout the country.

47. Per Gustaf Stensland Papers, 1913-88, 14 boxes.
Per Stensland was a native of Sweden, where he studied with Gunnar Myrdal and Dag Hammerskjold. He was on the faculty of several United States institutions, including Kansas State University, Texas Technological College, New York University, and Hunter College. He consulted for the World Health Organization, the World Bank, and the Kellogg Foundation, among others. His areas of interest and expertise were community medicine, community development, educational sociology, nursing education, and teaching strategies.

48. Syracuse University Publications in Continuing Education (SUPCE), 1951-84, 19 boxes.
SUPCE was established in 1967 to collect and distribute adult education publications. This collection consists of many studies, occasional papers, readings for Peace Corps trainees, science and public policy series, and draft copies of books and anthologies. Significant authors include: A.N. Charters, Cyril Houle, A.A. Liveright, John Ohliger, and James Whipple.

49. Clarence H. Thompson Papers, 1965-73, 2 boxes.
Thompson has been successively director of the Evening Liberal Arts Program, assistant dean, and later dean of University College at Northwestern University. He has served on the board of AUEC and was president from 1969 to 1970. He also served as president of the CAEO. These papers concern the regional and national affairs of the AUEC from 1966 to 1972.

50. Willard Thompson-Galaxy Conference Papers, 1966-70, 4 boxes.
Thompson was associated with the Department of Journalism at the University of Minnesota and served as dean of the General Extension Division and Summer Sessions.

These papers concern the Wingspread Conference and the Galaxy Conference. They include papers from the Central Planning Group, the Advisory Committee, and the Public Relations Committee.
See also: AEA, CAEO, NUEA, Galaxy Conference, A. Charters.

51. University Council on Education for Public Responsibility (UCEPR) Records, 1961-64, 1 box.
The council began as an experimental division of the CSLEA. It was funded by the FAE and member universities. Members included presidents of cooperating schools and deans or directors. Materials relate to programs on urbanism and education for public responsibility.

52. Coolie Verner Papers, 1953-72, 3 boxes.
Verner was professor of adult education at Florida State University from 1953 to 1961. Later he taught as a professor at the University of British Columbia. This collection contains a wide variety of correspondence involving FSU, Washington State University, UBC, the Canadian Association for Adult Education, and the ICUE.

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53. James B. Whipple Papers, 1953-74, 3 boxes.
Whipple was assistant and then associate director of the CSLEA from 1953 until it ended in 1968. At that time he joined with Peter E. Siegle and Freda H. Goldman to form the consulting partnership New Directions for Education, which lasted until 1973. In that role he became involved in major planning projects for higher education, including state plans for Massachusetts and Rhode Island.
See also: CSLEA, NUEA.

Although the following manuscript collections are not considered part of the Adult and Continuing Education Collections, they are related in various ways and degrees to adult education:

- Edmund Chaffee, minister and founder of the Labor Temple
- Martha F. Crow, writer/lecturer on women in education
- H. L. Custard, author and educator
- W. R. Davey, educator
- W. Dean Mason, gerontologist
- The Osborne Family, correctional educators
- James Pike, early 19th-century teacher
- D. C. Watson, art critic and lecturer
- F. A. Weiss, educator and social researcher.

Also available for research are the international adult education pamphlet file and the adult education newsletter collection.

September 1998 note: Since this article was written the Library has acquired—but not yet finished processing—papers from the following individuals:
Samuel C. Brightman
Beverly Cassera
William Langner
Robert Blakely
William S. Griffith
David W. Stewart
Jean Kordalewski
Robert A. Luke.

For further information contact Syracuse University Library's Department of Special Collections at 315-443-2697 or via e-mail at *arents1@library.syr.edu*

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